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ABSTRACT

This booklet describes Governors State University, an open university responding to the needs of junior/community college graduates and others working towards a baccalaureate and master's degree. Emphasis is placed on the concept of the open university, planning of the open university, who are the students and how they influence the planning process, how the educational aims will be realized, and how the open environment responds to the education programs. Facts and philosophy relating to Governors State University are presented. The conclusions indicate the success of the planning of this open university. (MJM)

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"... no other university has ever been planned in quite this way..."

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the open university

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BDM	Brown Davis Mullins & Associates, Mechanical Engineers
BHE	Board of Higher Education
BofG	Board of Governors of State Colleges and Universities
CPB	C. P. Boner & Associates, Acoustical Consultants
CRS	Caudill Rowlett Scott, Architects for Design Development
DHR	DeHaan & Rede & Associates, Interiors Consultant
DMR	Davis MacConnell Ralston, Educational Programming Consultant
EA	Evans Associates, Architects
ETS	Educational Testing Service, Educational Programming

GSU	**GOVERNORS STATE UNIVERSITY**
IBA	**Illinois Building Authority (Funding Agency)**
IDI	**Instructional Dynamics, Inc., Education Technology Media Planning**
JJR	**Johnson Johnson and Roy, Site Planning, Landscape Architects**
MBM	**McKee Berger Mansueto, Inc., Program Management and Estimating**
MDW	**M. Dean Worth, Structural Engineer**
PFSD	**Park Forest South Developers**
RM	**R. Morse, Soils Consultant**
WLA	**William Lam Associates, Lighting Design Consultants**

What is the open university?

The psychology of the open university ties in with the flexibility of the open society by generating a wide variety of options and permitting freedom of choice. It concentrates on self-motivation, individual and team learning, and is aimed at giving its students increased social and economic mobility in the real world. It has a clear commitment to the economically denied and minority groups. It relates learning to the needs and demands of society. It provides a liberal education but its thrust is toward marketable skills and recycling of opportunities in a rapidly changing and increasingly technological world. *No area of human inquiry is outside its concern.* It admits anyone with the necessary academic qualifications on a first-come, first-served basis and gives consideration to those who lack the standard qualifications according to their individual potential. It gives everyone a voice in its organization. As the President says, "It requires a high order of self-direction and motivation, provides a high degree of individual autonomy, but stops short of anarchy!"

We, who live in the most technologically advanced society mankind has yet produced, are worried, threatened and frustrated by the depersonalization that seems to accompany it. We are afraid of

becoming numbers on a computer printout, or cogs in an endlessly complex machine.

***T**he open university is dedicated to the dignity and value of the individual.* It seeks to reassert man's ability to control his environment and to make that environment a tolerable place for human beings to live.

On July 17, 1969 Governors State University was established by the State of Illinois as a free-standing senior division university to serve junior/community college graduates and others working toward baccalaureate and masters degrees. The establishment of this university was a significant event for the State of Illinois and for the educational world in general, as it brought into being a unique institution which will profoundly influence the learning experience at all levels. The mandate given to Governors State by the Illinois Board of Higher Education contained a challenge and an opportunity. The challenge "to provide academic excellence, relevant community service and future-oriented utilitarian programs" created the opportunity for an unusual degree of responsiveness to individual and community needs. The open university is this response.

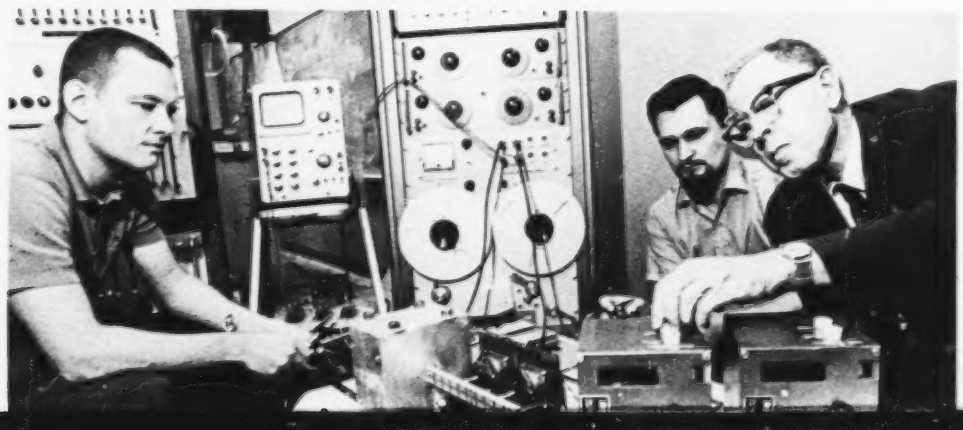
***L**iterally thousands of citizens from all walks of life have assisted in the planning of Governors State,* which truly reflects the needs, desires and aspirations of those whose lives it will touch. The planning process has fulfilled the innovative and experimenting mandate given to the university which has used a Delphi-like process for establishing its goals. (This process is described in more detail on page 22). It has produced new concepts in educational programs and methods and a campus plan whose organic configuration of flexible spaces, capable of growth in almost any direction, is tangible expression of its thrust into the future.

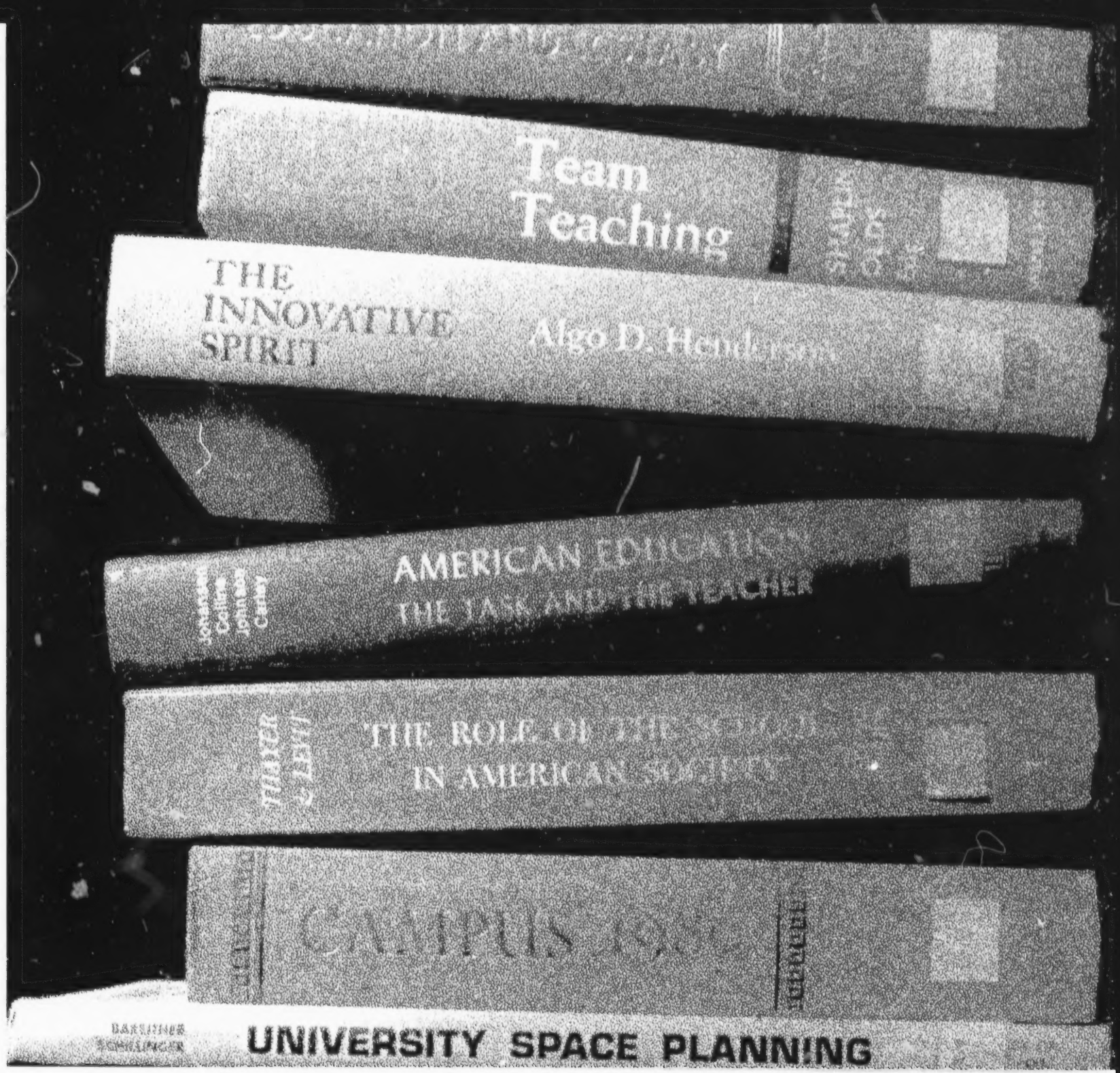
As construction begins and the first students start their studies in temporary accommodations, it is time to pause and assess what has happened so far at Governors State. For everyone involved, the planning of the university has been a unique experience.

There were high aims, high ideals, and high levels of expectation. There was tremendous creative talent and energy, and fervent social commitment. How was all this energy channelled into a creative process which—in a relatively short time—managed to produce a solution that everyone feels is essentially right? How did the new ideas

about education, the new responses to society embodied in the university philosophy begin to express themselves in the plan for a new institution? What prognosis can be made for the future?

On March 5, 1971, a year and a half after planning began—and half a year before enrollment of the first students in temporary accommodations—two members of the architectural team sat down with the university president and spent a day discussing these issues. The substance of their discussion is presented here. Since the discussion was wide-ranging, informal and evocative, it seems right that this account should echo these qualities. It does not attempt a logical, step-by-step appraisal of each event in the planning process. Rather, it tries to capture the spirit of the process and of the people who are and will be the university.




Team
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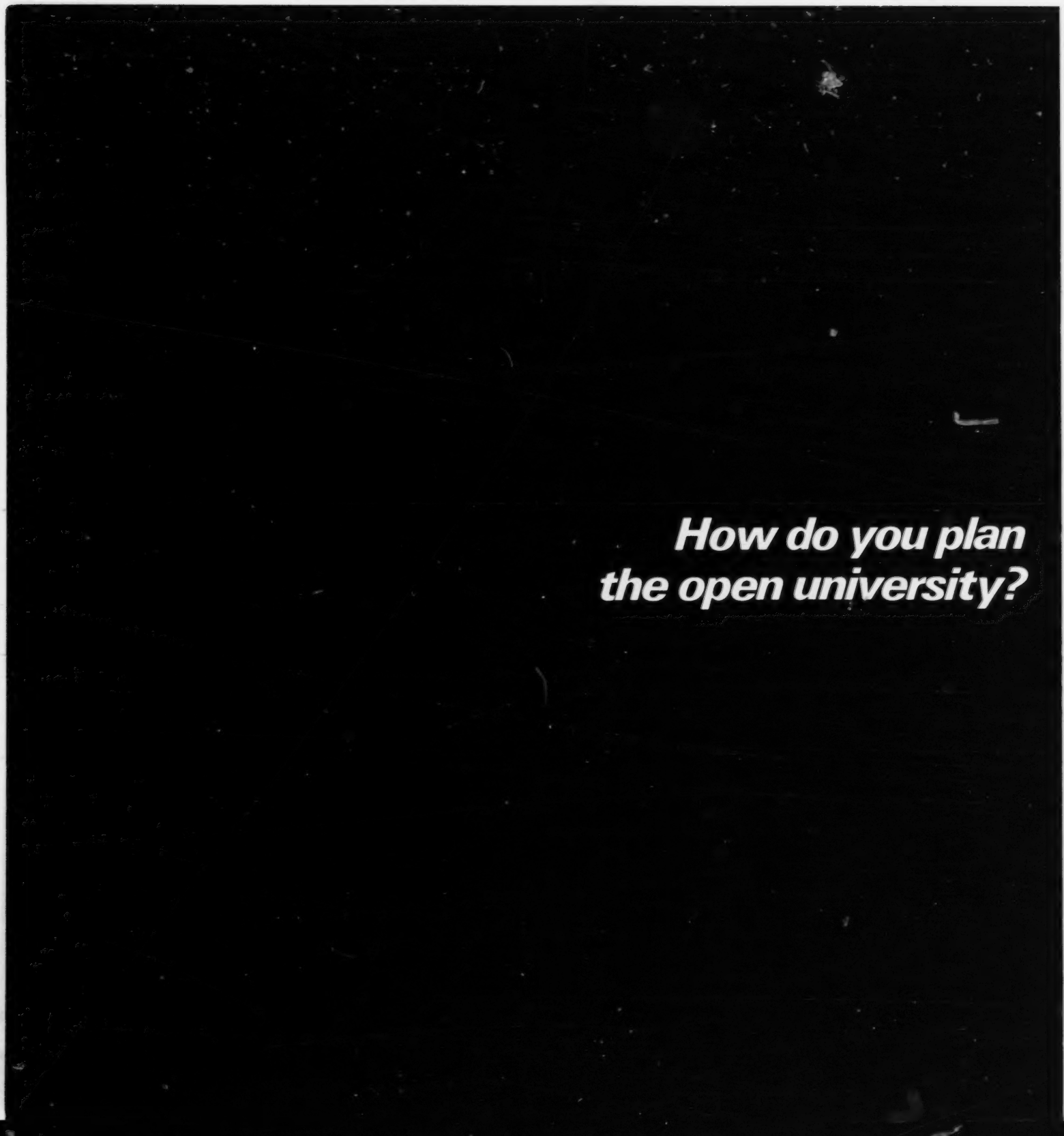
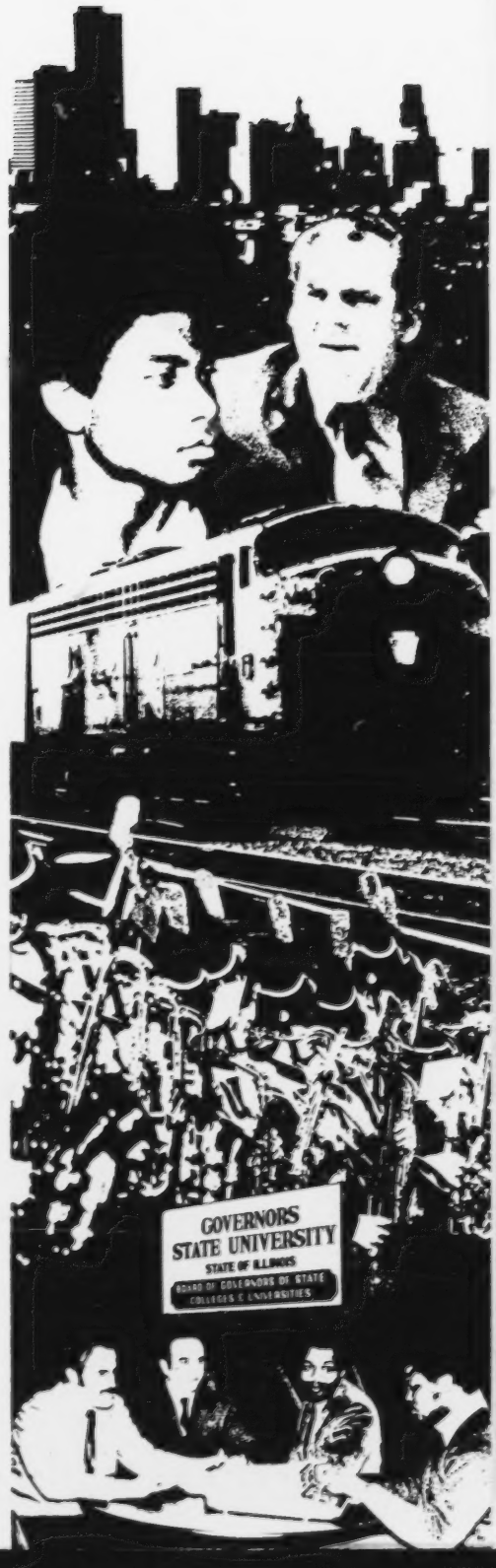
UNIVERSITY SPACE PLANNING


How do you plan
the open university?

"**T**he planning of Governors State isn't neat, it's a messier process than most. Our setting is more ambiguous by choice and has *involved more agents* in the planning process than any other institution I know of. We deliberately chose a route that would *allow multiple inputs* into both the educational and architectural planning process. That's what made it *more ambiguous* and I think also *more exciting and realistic.*"

President William Engbretson's characterization of the planning process would probably be echoed by everyone involved. It was exciting, sometimes confusing, and often long-winded. It involved numerous people and agencies. It was repetitive at times, but it approached the real problems and came up with a real solution. By giving everyone a voice in the planning process, the university elicited an unusual degree of personal commitment to its goals. By constantly checking to reassess its progress, it has built into its operating system automatic mechanisms for re-evaluating both plan and educational program. It is not locked into any one way of working, but is geared to rapid response to society's changes.

Since openness means different things to different people, the planning of Governors State was a constant search for consensus or



compromise. Major goals were established first and then began the arduous task of filling in the details. *The fundamental concepts—openness, humaneness, innovation, autonomy, efficiency, flexibility, experimentation—were espoused by everyone*. Commitments to an urban orientation and community service programs, and emphasis on the future were vigorously discussed. The planning process was the translation of these goals into a physical plant.

Selection of the architects took five weeks of intensive effort. Each of the pre-screened firms was interviewed and a half day spent with each talking to the principals and looking at the firms' work. Between 200–300 phone calls were made to people using and living in buildings designed by these firms. They were asked "how does it live?" The client was looking for a firm "with creative flair and guts." Two firms, Evans Associates and Caudill Rowlett Scott (CRS), were chosen as a team on the basis of sound experience in educational architecture and the potential to come up with a distinguished solution. Evans Associates has prime responsibility for construction documents and construction administration while CRS' primary responsibility is for schematic design and design development, but both firms are

participating closely in every phase of development.

Once the architects were chosen—even before they had been formally appointed by the Board—the university staff sat down with them for a three-day brainstorming session. It was here that the initial concepts were thrashed out. There were twenty-seven people who had never before worked together as a group at this session, but, despite its size, Dr. Engbretson was surprised to find "an amazing congruence of thought between architects and educators." *From the beginning, architects, university staff and the many outside agencies involved developed a team approach to planning. Everyone put pressure on everyone else. "We worked," says Dr. Engbretson, "around the concept of gradual closure . . . trying to hold final decisions in abeyance as long as we could, while still moving gradually and progressively toward distinguished solutions."* The architects acknowledged that the client stretched their minds and that the momentum of the planning process itself pushed them toward a unique solution.

The staffing of Governors State was a continuous process that proceeded while the architectural and educational programming and

planning moved along. It was decided to bring into consultation on the educational planning every person being interviewed for a possible position on the staff. "When a job was offered and accepted," says Dr. Engbretson, "we then involved that person in the next over-all planning session. That meant we were constantly going back over ground we had already covered in interpretation with new people. That made the architectural job harder and sometimes frustrated the architects. But it produced a tremendous sense of commitment at the individual and at the team level. This resulted deliberately in a system of dynamic tension."

The tension between different interpretations of the same concept and between the group and individual reactions to ideas was a positive force in the planning process and helped to maintain momentum. As Philip Williams of CRS put it, "*tension is a key word—significant in terms of the institution, education and architecture*. Tension exists because of different perceptions of what openness and other concepts mean. The planning process has been a dynamic example of that tension and what it can produce. The institution is intended to be a living example of that tension; the architecture in a sense expresses

this tension because the open plan—instead of resolving this viewpoint or that—maintains the choices and, therefore, maintains the tension by leaving it up to the individual and his unit to find their own places in it. There are degrees of closure within the openness, but even these closures are to an extent open. They are a product of the open planning and thinking process which developed from multiple input. We tried to prevent closure of concepts until the last minute, when we had the greatest degree of consensus. The fact that society isn't a walled-in garden and is a situation full of tension makes it all the more realistic that *the educational and planning process created a situation where this tension operates productively.*"

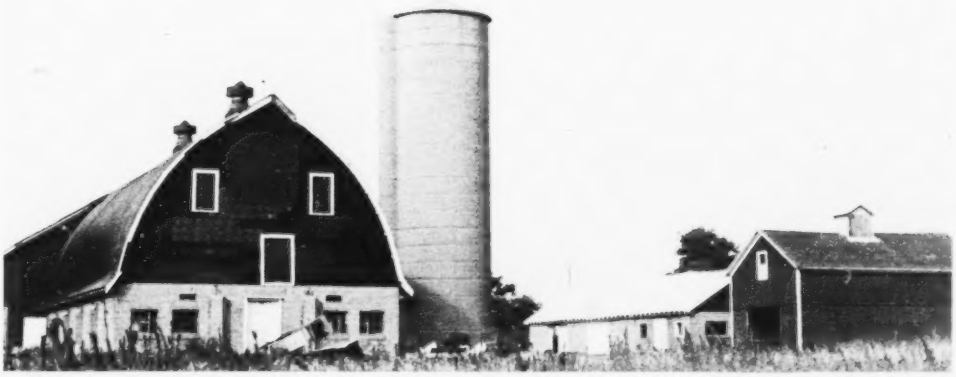
Tension of this sort can only operate productively within some kind of framework of equilibrium. Despite its openness and responsiveness to the individual, Governors State does have a stable framework, a recognizable organization and some definite and finite parameters.

"The strong structural 'tree' that is the architectural response," says design architect Frank Lawyer, "forms the stable backbone for all this rather chaotic activity."

"The learning process," says Dr. Engbretson, "is itself one of constant

upsetting of equilibrium. Learning only occurs when the equilibrium is disturbed; but not too much. Too much tension is counter-productive to progress and undoubtedly there were some tensions in the planning process that actually slowed us down. But the deadlines helped us to achieve degrees of closure along the way. As people got engrossed in the planning process, they gave an inordinate commitment to it. This helped to keep up the momentum and stop us from becoming bogged down in individual difficulties as we went along."

The planning was focused around two intensive work sessions known as "squatters". The squatters technique, devised by Caudill Rowlett Scott and used successfully on a wide variety of projects, is aimed at bringing the client-architect-user team together on the site to ask questions, analyze problems and hammer out solutions. The planning firm of Johnson Johnson and Roy, who assisted in site selection and had the responsibility for site analysis and the campus master plan, were the central group through the first squatters. They were open-minded enough to include all the architects in these sessions and to incorporate the squatters technique into their own working methods. The result was an important piece of teamwork and an

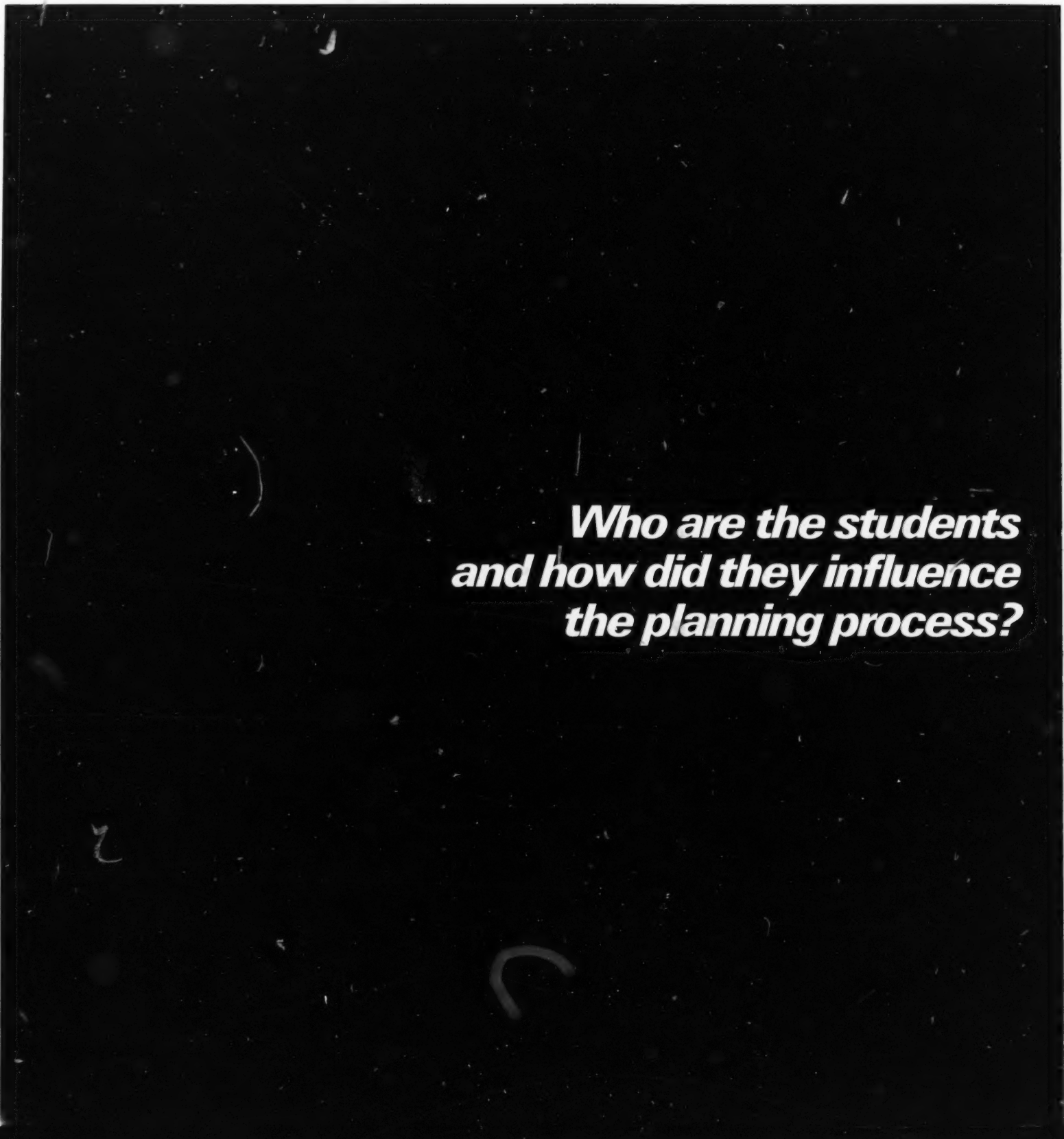


exceptionally well integrated planning and architectural concept. The immediacy of the contact, the feeling of urgency that surrounds such sessions tend to improve communication and heighten understanding. Seemingly intractable problem areas often yield to the treatment. Instigators and advocates of the team approach and the squatters sessions, the architects were taken by surprise by the size, complexity and vitality of the Governors State squatters sessions. "GSU took the CRS squatters approach and blew it up about eight times," says Phil Williams, "but it was tremendously productive." Says the President,

"We not only blew it up about eight times, we almost blew it totally several times!"

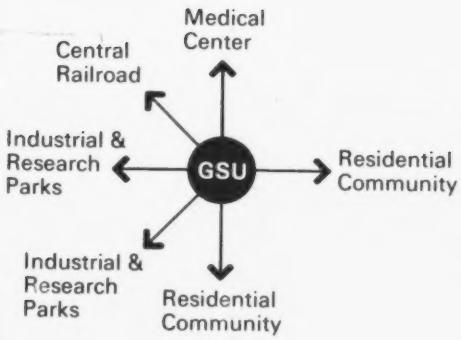
The squatters sessions were held in an old farmhouse in one corner of the open, windy site. They were almost round-the-clock sessions and they involved educators, site planners, architects, students, faculty, et al. People came in and out, talked, argued, agonized, drew diagrams, charts, sketches, drank coffee and put cold towels around their heads. "But they were ultimately successful," says Dr. Engbretson. "The activity was so intense for almost everyone that it tended to maintain a high interest level. There was closure and a sense

of accomplishment. These periods of intense activity are a highly effective means of reaching decisions when you are under the gun to do planning.''


Who are the students
and how did they influence
the planning process?

Many educators do not realize that students in the new senior institutions in this country have an average age of between 25 and 30. At GSU the incoming student body has a mean age of 28. Most of the students will be coming to Governors State from junior colleges in the Chicago area, where the average graduation time (for a two-year course) is seven years. This indicates that many of these commuting students will be *part-time*, many will be *married*, and they will be considerably older than our typical concept of the student. "They will be *more practical*. They will be *vocationally oriented*, credential oriented, and *utilitarian* in their outlook," says Dr. Engbretson. "They will tend to be more *mature*, more *self-directed*, and this has enabled us to do some things with programming and open planning that we might not have been able to do with a different and younger student group. We are not talking about educating late adolescents or early adults. So, when we asked ourselves 'can we really carry it off?'—we decided we could, because *our students would be very highly motivated.*"

Governors State has a deep commitment to minority groups—about 35 per cent of the faculty and administrative staff are black or Mexican-American; about 30 per cent of the secretarial and support



staff are from the same groups. The percentage of minority group students will be limited at first by the location of the college, but deliberate recruiting efforts indicate that minority students will comprise nearly 20 per cent of the incoming population. There is at present only private transport from the inner city. But, as the surrounding area develops, public transport will develop with it. The campus site lies to the southwest of Park Forest, one of the first planned new communities in the U. S. developed following World War II. Governors State is in the incorporated area of Park Forest South, a new planned community which is one of 15 model cities in the country supported by a $30 million HUD authorization in loan guarantees. As part of the new development plan, a medical center will be developed north of the campus, an Illinois Central Railroad transportation center to the northwest, an industrial and research park to the west and southwest, and a residential community of 85,000 to 105,000 population to the east and south. The educational and physical plans of Governors State have been profoundly influenced by the long range plans for the area and by the orientation of this particular student group to the world of commerce, the professions and industry. Community use of

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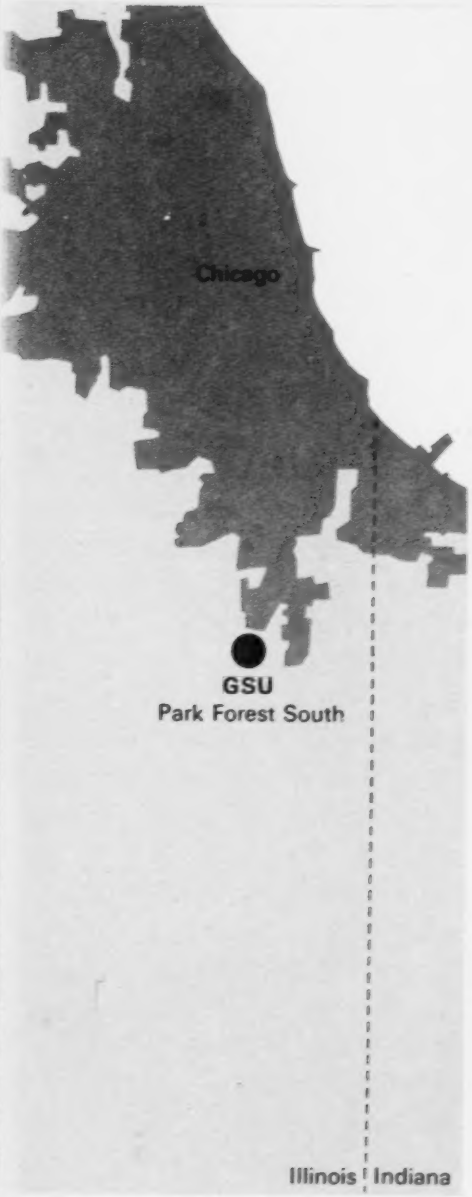


university amenities is encouraged and there is provision for public transport to pass through the campus.

There was considerable student input at all stages of the planning process. "But," says Dr. Engbretson, "we did not go the route of a few institutions enrolling students immediately as part of the planning team. We wanted to avoid the sometimes stereotyped responses of articulate student-group leaders and concentrate on finding out the real needs of the more mature student body. Several hundred students participated in various aspects of the planning process. We formed a Junior College Advisory Council with the Presidents of the nearest 12 institutions, and this Council met twice during the first year . . . once during the squatters sessions; a number of students also attended the squatters. Student characteristics and data on job aspirations and transfer patterns were gathered from all the area junior colleges as well as on a state-wide basis."

***T**he curricular planning of the four collegiate units within the university has made heavy use of student thinking*. There were meetings with students from surrounding junior colleges, and visits by the Governors State staff to all the junior colleges in the area; a junior college

coordinator has been appointed to the staff of Governors State; there has been a steady flow of students in and out of the temporary "surge module" now operating on one corner of the site; collegial-community councils with student and community representation have been established in each of the four colleges; and a complete student editorial board has been imported from the neighboring junior college to edit the Governors State Bulletin. Educational consultants Davis McConnell Ralston deserve credit for their part in welding these diverse ideas and reactions into a cohesive educational program statement,
22 and management consultants McKee Berger Mansueto for their overall management of the project, keeping it within budget and on schedule.

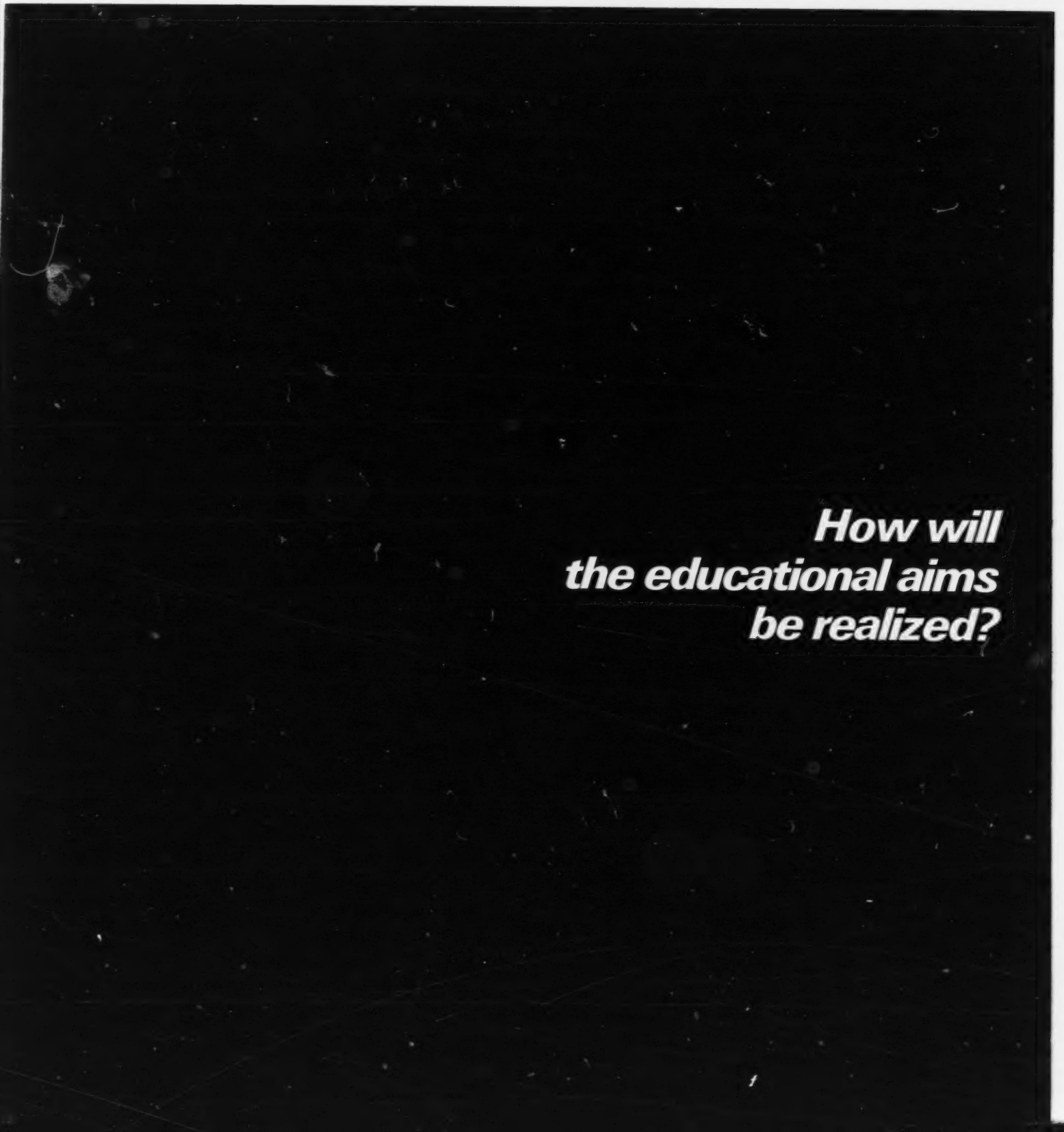
In the late Fall of 1969 Dr. Engbretson and his staff developed an open-ended questionnaire which was an adaptation of the Delphi Technique for long-range projections. (This technique was originally developed by the Rand Corporation for use in some of their policy research centers around the country.) "By means of these open-ended questionnaires," says Dr. Engbretson, "we polled 1200 people (800 in the State of Illinois and 400 nationally) on a selective basis. The national 400 were derived from lists of professional organizations,

agencies and institutions, and were primarily national figures in the educational field or leaders of business schools, colleges of arts and sciences, colleges of education. . . . . .

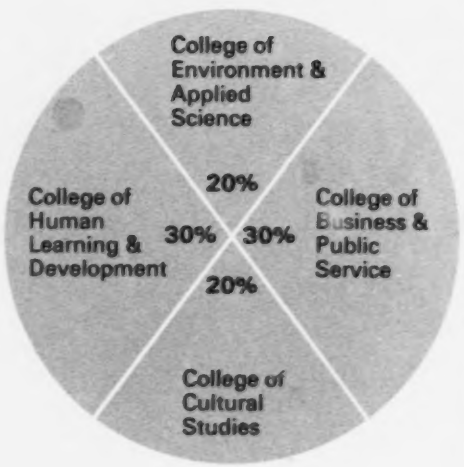
"**T**he Illinois sampling was derived from lists of elected municipal officers, professional groups, community agencies, social agencies, the NAACP, the Urban League, the League of Women Voters, etc., etc. The sampling included the Chairman of the Board of Trustees and Presidents of the 38 community colleges in the state, as well as Academic Deans and three students from each college. Altogether, about ten per cent of the 1200 receiving questionnaires were students.

"**T**he first 350 responses to the questionnaire were analyzed and developed into a list of 49 potential goals for this university. These goals were then included in a second questionnaire which asked people to place the goals in order of preference. The results showed a surprising congruence of priorities from people in all walks of life.

"***W**e think we have done a reasonably progressive job in planning the educational program according to the greatest needs of the students in the area, society as a whole, and the mandates to this particular institution at this particular moment of time.*"


How will
the educational aims
be realized?

The university is structured initially around *four affiliated, but relatively autonomous colleges, each of which offers a wide variety of learning experiences*. The educational program within each college is planned to respond to the needs of the student in relation to society. A close study of junior college enrollment throughout the state was a major influence on the structuring of Governors State. It is estimated that the College of Environmental and Applied Science initially will account for 20 per cent of the projected enrollment; the College of Business and Public Service for 30 per cent; the College of Cultural Studies for 20 per cent; and the College of Human Learning and Development for 30 per cent. *An upper limit of 1500 full-time equivalent students has been set for each college*, as the staff believe this to be the highest number compatible with meaningful social and intellectual interchange. When enrollment approaches 1500 in any college, it will be time to think again and perhaps form a new college, or break down the existing structure into smaller units. "We programmed a finite size limit of 6000 FTE for the university," says Dr. Engbretson, "to give us an automatic re-evaluation point. *We are building in alarm clocks that tell us it's time to think of change!* We don't fit the pattern of



a cluster college, but we've tried to take note of the lessons they've learned from what they've done. All the national studies of student unrest show that some of the problems relate to questions of size."

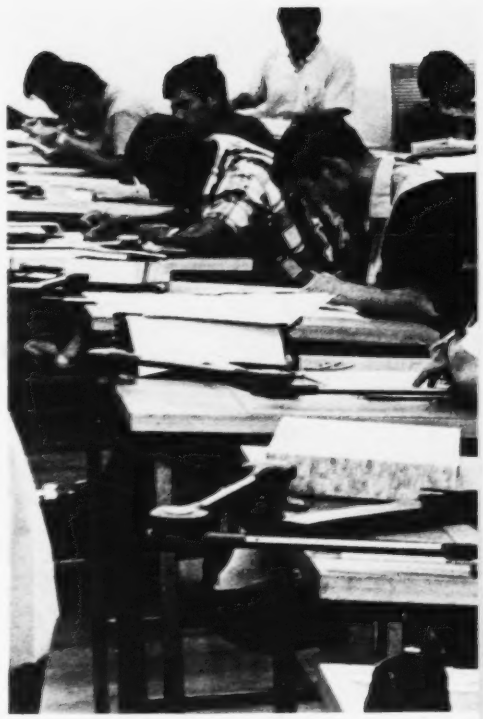
Within each college there will be no separate academic departments, nor will there be a discrete graduate school. Each college will function as a cohesive whole. When the student enrolls in one of the colleges, he will consult with faculty and his student advisor and set up his own combination of courses or "learning modules". The module may vary in form, time and value, depending on each student's needs and commitments. Each student, in effect, contracts with the faculty for his individual learning experiences. *He helps design his own education.*

The university year has been broken down into *six two-month sessions* instead of the traditional two or three semesters (or four if you include summer school). "This is part of our effort to develop an internal structure and mechanism that will be readily permitting of change," says Dr. Engbretson. "We don't want change to become an accident of personality. We want to provide ease of ingress and egress and flexible time frames for cooperative education. *We've tried by this new calendar year to prevent the student becoming a captive of a poor*

learning environment or an inept professor.''

These short, intense sessions will make the most economical use of faculty and resources, will encourage concentrated work and make it easy for the student to change from one course to another; to enter and withdraw from the university without delay and without leaving a course half finished. *This ease of ingress and egress* is an important requirement for any senior institution, since the student may need to enroll for courses several times within his adult life. ''The whole nature of thought in higher education,'' Dr. Engbretson maintains, ''is that *education is a continuing process*. The university must provide a cycling and re-cycling of opportunities. All the long-range futuristic projections indicate that, as long as technology continues to increase at its current rate, we've got to learn and re-learn jobs several times in our adult working life.''

Great emphasis is placed on *cooperative education work-study programs*, where students go out into commerce and industry and work for periods of time before returning to academic courses. This gives them a chance to adapt to the real world and to find out if they have chosen the right career before locking themselves into it

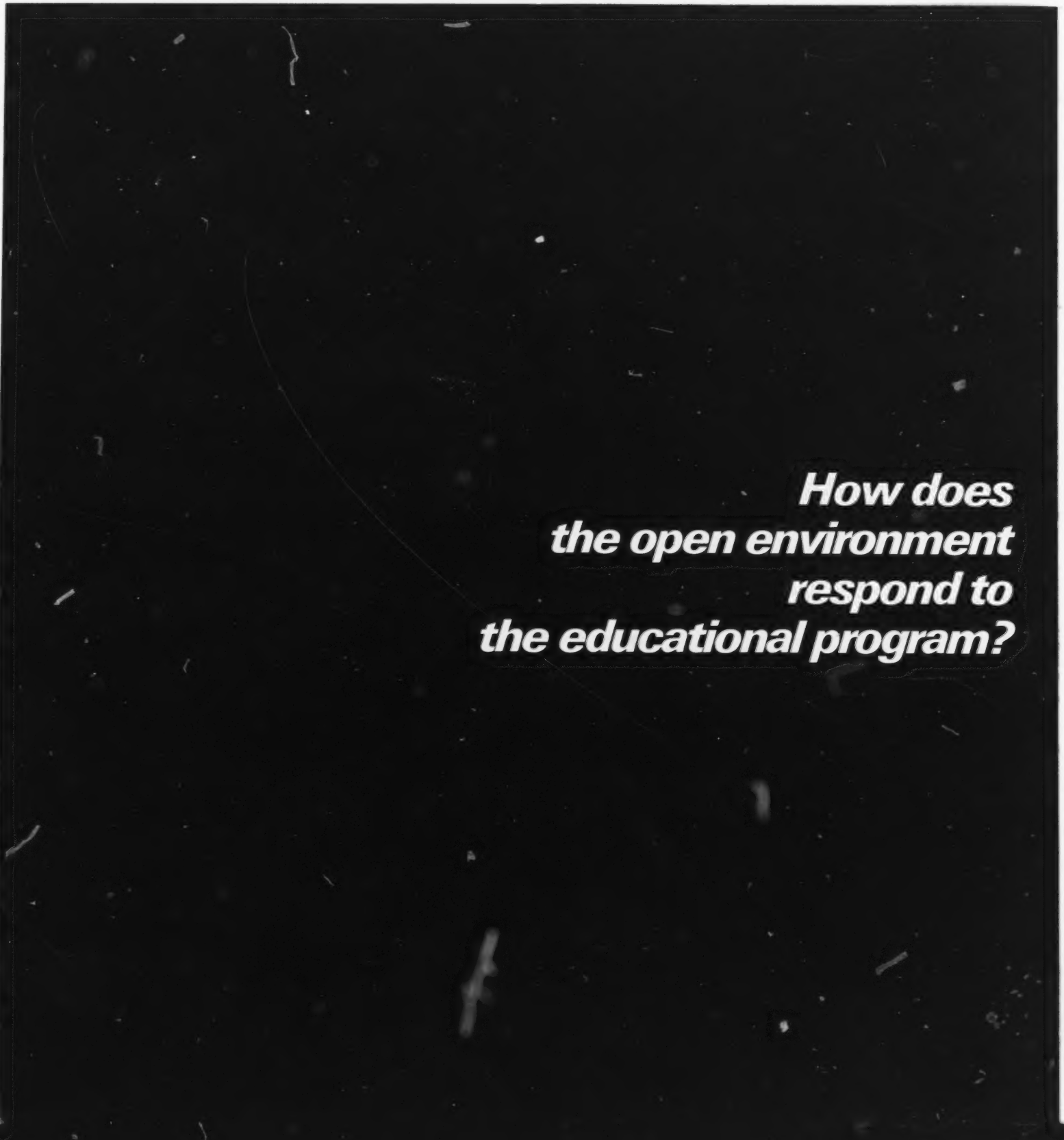


for an indefinite period of time. The university has appointed a coordinator of cooperative education, and each college will have at least one person developing cooperative assignments outside its campus. Cooperative or experiential education, which can be called the blending of theory and practice, will eventually extend to the national and even the international level.

Governors State has received approval from the Board of Higher Education to carry out a *five-year experiment on proposed professional personnel systems which will eliminate faculty ranks and develop unique evaluative systems and cyclical tenure*. There will be university professors who work full time for the university and community professors who may work for an outside organization, but teach within the university. There will be no other formalized faculty hierarchy over the five-year period. "This is probably the single factor in our programming and planning," says Dr. Engbretson, "that has attracted most national attention. We know it will do away with tens of thousands of hours of bickering over ranks and promotions and divert these energies to evaluation and performance in support of students, community services, research and the university's goals.

"The whole nature of thought in higher education is that education is a continuing process. The university must provide a cycling and re-cycling of opportunities. All the long-range futuristic projections indicate that, as long as technology continues to increase at its current rate, we've got to learn and re-learn jobs several times in our adult working life."— *Dr. Engbretson*

There will be some *overlap between the different colleges*. All colleges may draw on staff from any discipline or from the same discipline but will use them in different ways. A sociologist, for example, might be employed to teach black studies in the College of Cultural Studies, or to lead a module in human behavior in the ecological environment in the College of Environmental and Applied Sciences, or to instruct in the sociology of business organizations in the College of Business and Public Service.

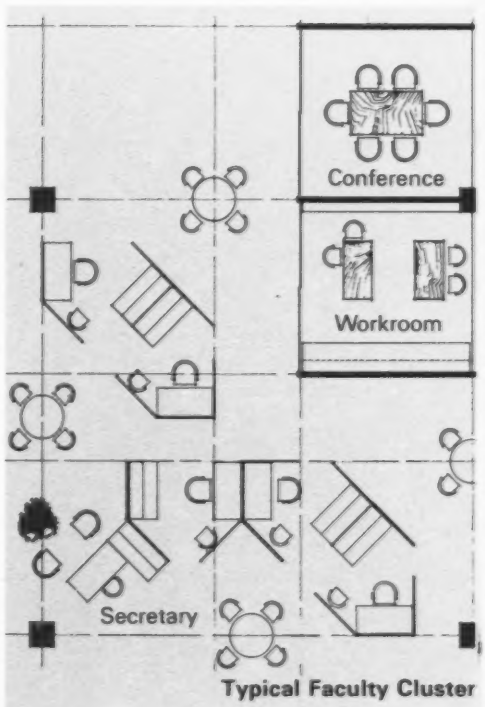

How does
the open environment
respond to
the educational program?

"***O**ur charge,"* says CRS' Frank Lawyer, *"was to put this complex in a form, or series of forms that would have unity but still maintain some individuality*. Each college required some highly specialized areas—like sculpture or painting studios, music rooms, or research labs. But we also needed a central concourse which was everyone's domain where things would happen that would be relevant to everyone.

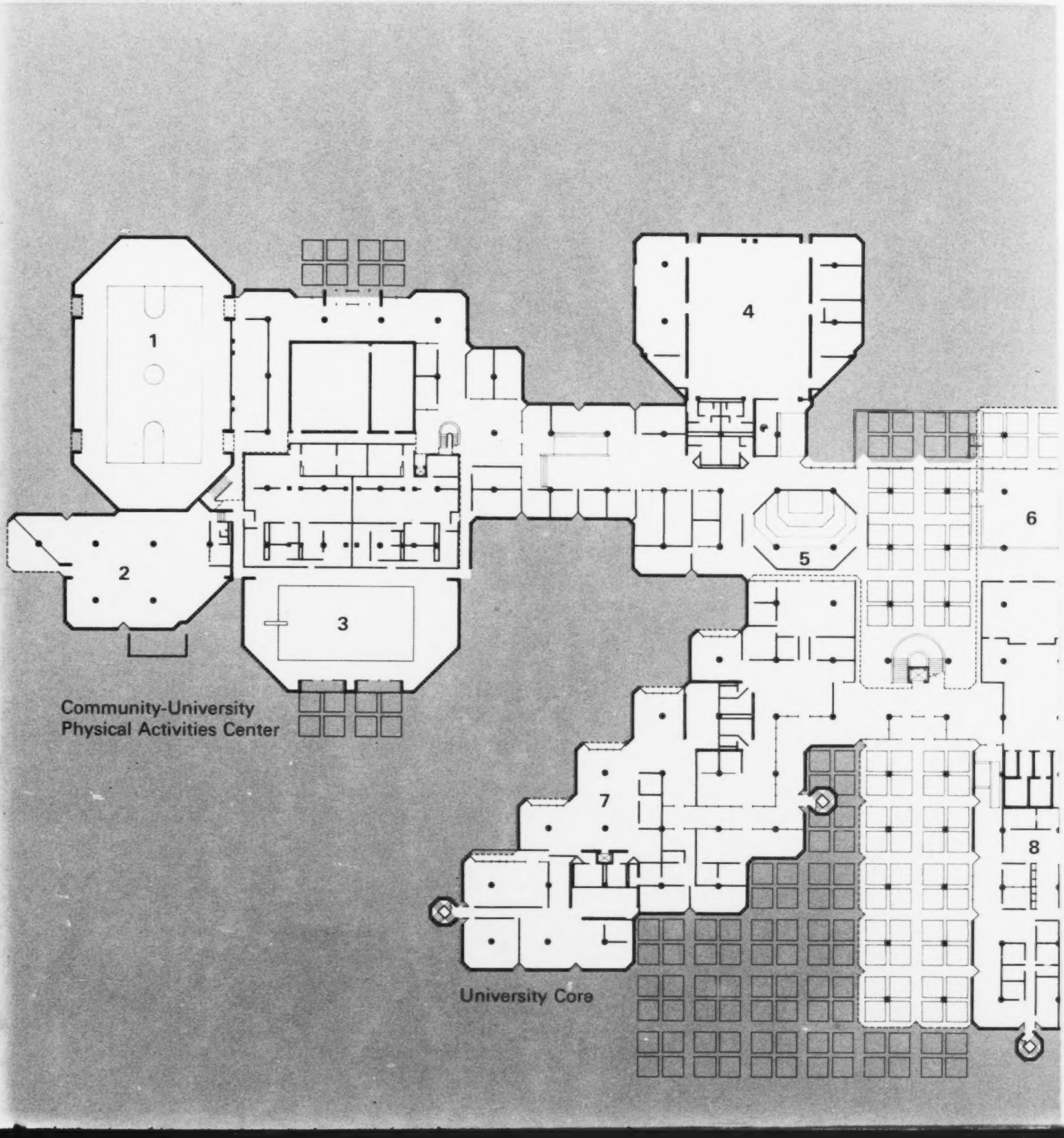
"***T**he program goals of openness and mix of people and activities evolved into the academic street concept.* It's an educational shopping center mall where you can walk along and find the things you need.

The idea of enclosing the street came as a response to climate and to the convenience and communication of students and faculty. Then, during the development of this academic street concept at one of the squatters sessons, Phil drew a number of diagrams to illustrate the different kinds of spaces . . . those that would be used by everyone, but which nobody would own . . . and the other more specialized areas identified with the individual colleges. From these diagrams the plan evolved."

The broad student street runs through the center of the building with the colleges and more specialized areas projecting from it in a variety



Typical Faculty Cluster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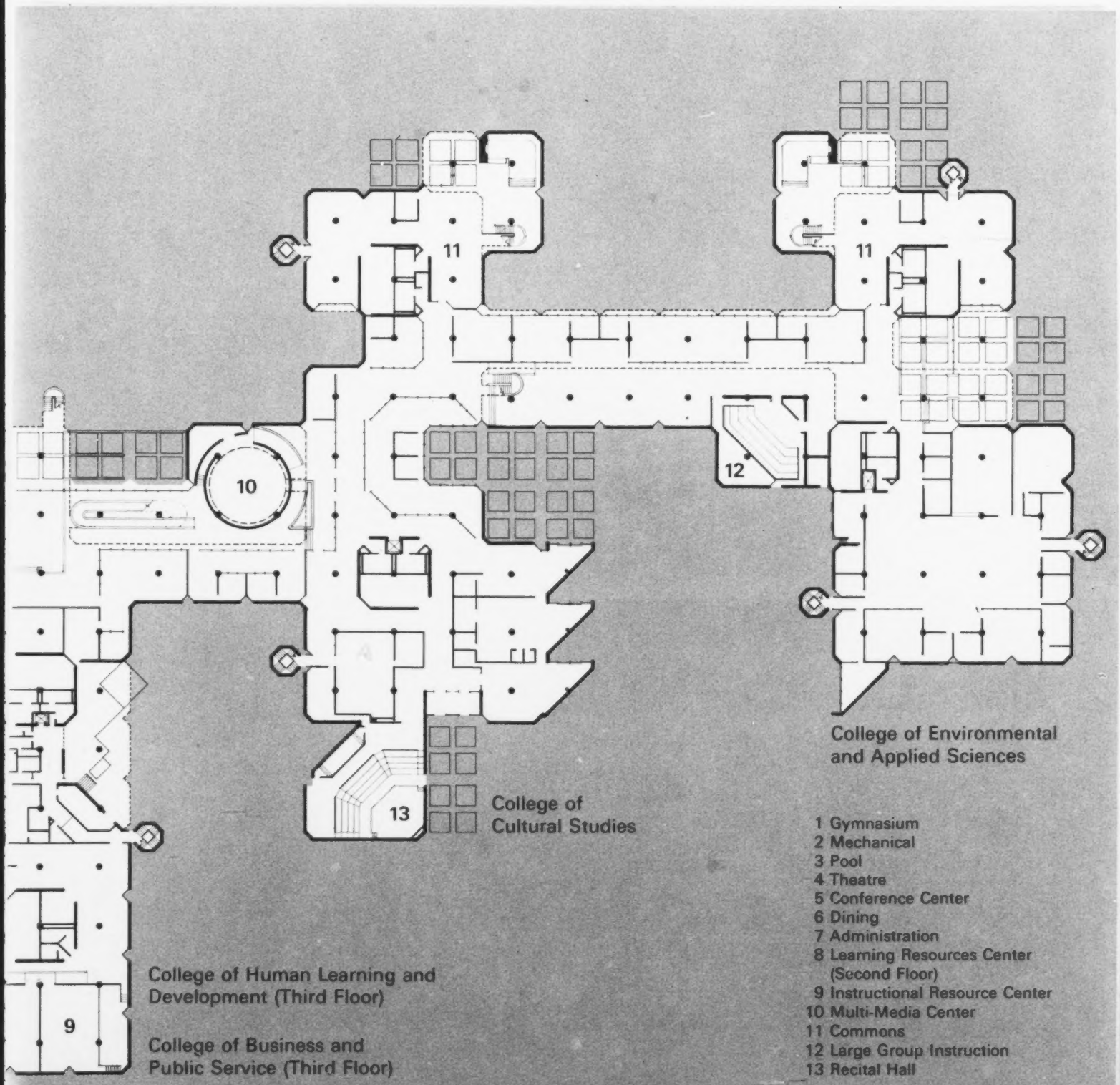
Community-University
Physical Activities Center
University Core



College of Environmental and Applied Sciences

College of Cultural Studies

College of Human Learning and Development (Third Floor)

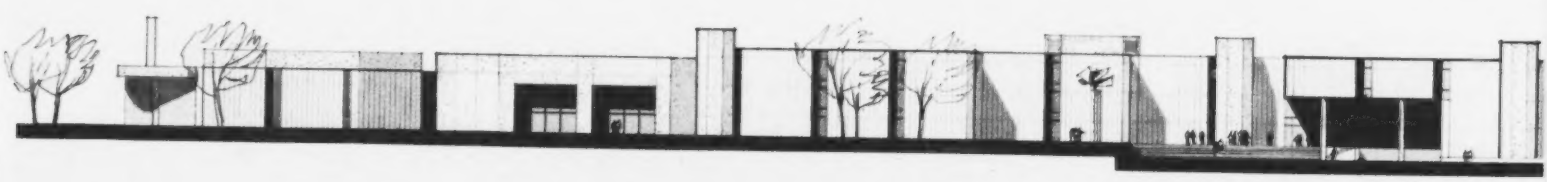
College of Business and Public Service (Third Floor)

1 Gymnasium
2 Mechanical
3 Pool
4 Theatre
5 Conference Center
6 Dining
7 Administration
8 Learning Resources Center (Second Floor)
9 Instructional Resource Center
10 Multi-Media Center
11 Commons
12 Large Group Instruction
13 Recital Hall

of interesting configurations. The western end of the building is given over to physical re-creation and community activities. The administrative and service core is roughly in the center of the plan and the Colleges of Cultural Studies and Environmental and Applied Science occupy the eastern end of the building. The Colleges of Business and Public Service and Human Learning and Development occupy temporary quarters on the top level of the core area. In a second phase of construction, the academic street will extend to embrace space for these and perhaps other colleges to the west. The space they now occupy will then become available for the expansion of the Learning Resources Center and other core facilities.

"**F**lexibility was one of the major requirements," says Frank Lawyer, "but it was not the only one. It was equally *important for the spaces to be humane and varied so that each individual could find himself and feel at home*. We needed little places, nooks, crannies, courtyards, where people could be alone or private in small groups. You can't get that in a big loft."

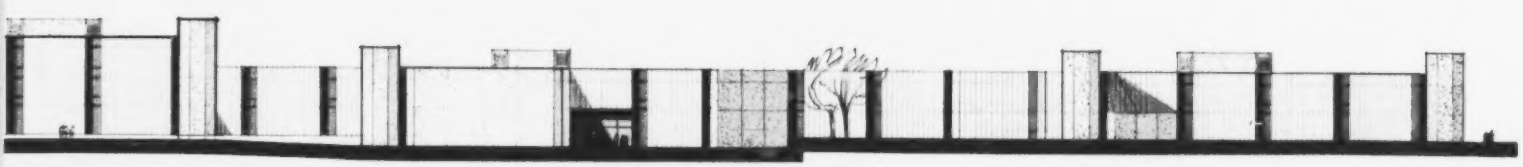
"***T**he 'place' is the college," says Dr. Engbretson, "and this is where the individual student finds his home base*. Within each college, the



commons is the meeting ground where faculty and students come together to talk, study, or observe. The college dean and all the student personnel people are placed near the commons where they are available to everyone. This helps to establish equilibrium in an open environment. We know from the Wayne State University and Educational Facilities Laboratories studies that commuting students want other places, too. They want little places to congregate, secluded, relatively private . . . whether it is a learning carrel or a corner of the library. Our whole design is so open that we think the students and

professors who get together in learning teams can find their own small commons areas. They can create these areas by moving furniture and hanging up a sign if necessary. They can identify one of the movable seminar kiosks that we hope to have in the student street, and set it up for their exclusive use for whatever period of time they need it. That's one of the real virtues of the architectural flexibility of this particular plan."

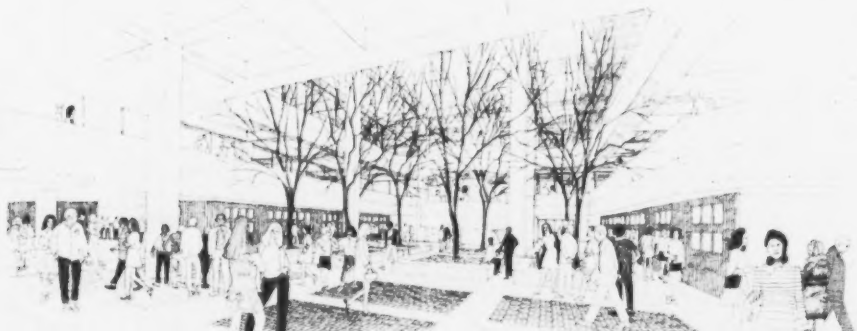
The relative anarchy of open spaces occurs within a very ordered, strongly stated structural system. The basic structural system is a concrete tree (or cruciform assembly of columns and beams) which

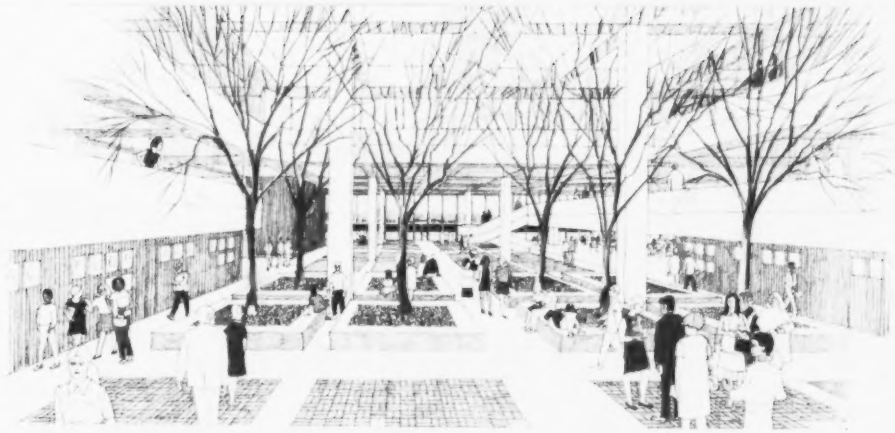


creates a 24 ft. planning module. Combined with the 6 ft. spaces between trees, this produces a repetitive 30 ft. square bay throughout the building. The space between trees is, in fact, the duct channel carrying heating, ventilating and air conditioning throughout the complex. The duct work is hidden by a suspended ceiling. Concealed above the angle of the T-beam, the lighting system provides indirect illumination in all areas. At the perimeter of the building, the 6 ft. space between trees becomes the logical place to introduce windows.

"We were trying to take the tree module—this element that is going to be repeated throughout the structure—and make it a unifying factor," says Frank Lawyer. "The powerful building form is a direct result of the basic structural tree. But, though a strong form giver, the system is still going to allow us all the flexibility we need, and give us the opportunities to have all those little nooks and quiet areas. We knew that the university was going to grow, but we didn't know how much or in what direction. *This system allows it to grow as it will.* But the rhythm and form of the structure is such that it can be added to without changing the spirit and character of the architecture."

In all the expandable areas of the building, the exterior skin is made

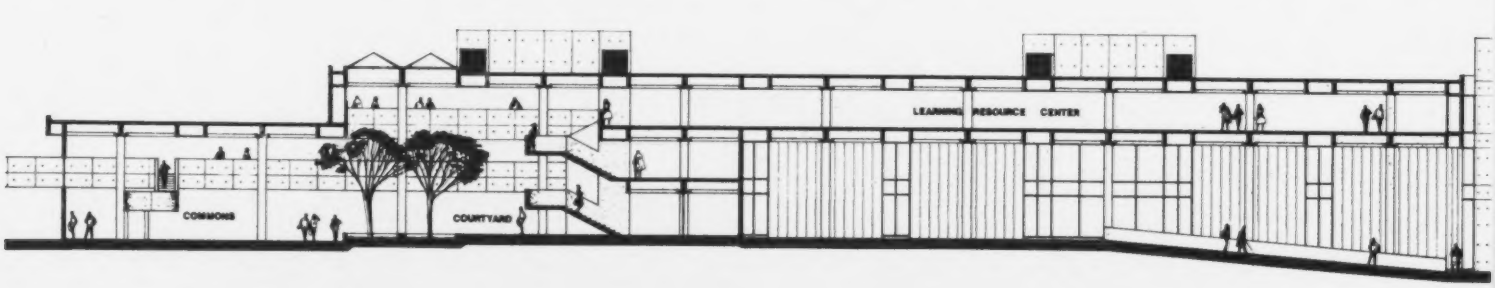




up of steel panels that can be unbolted, removed, and relocated as the academic street extends itself.

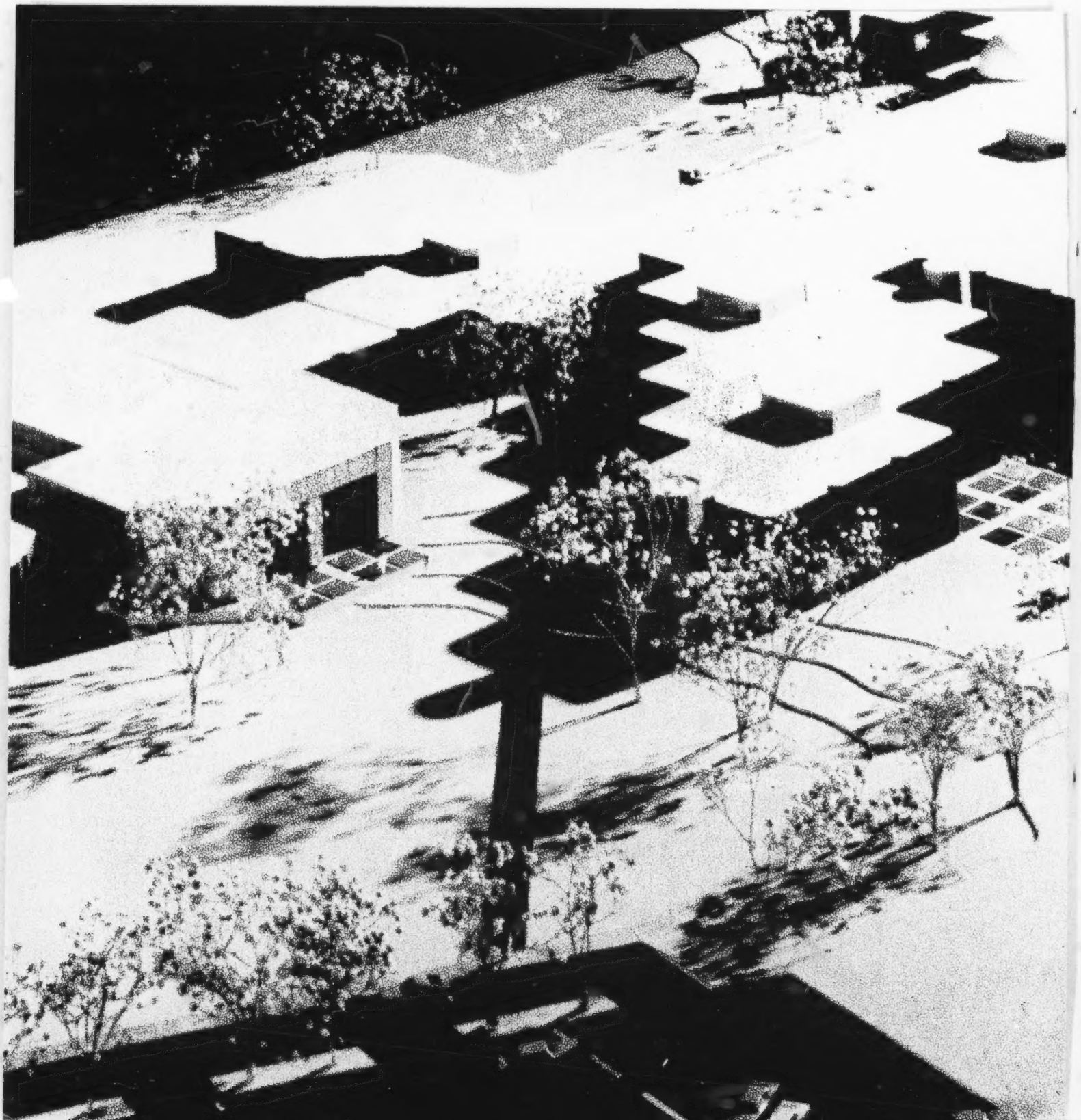
Most of the space is extremely open and the furniture, while complementing the openness will also be used to provide the smaller spaces required by individual students and staff. ''*Most people have come around to the idea of openness*,'' says Dr. Engbretson, ''but some are still barking about having totally private offices. Our unique interiors design, developed by Norman DeHann Associates in conjunction with Ron Beckman of REDE, will accommodate a wide variety of human needs.'' No one denies that the large size of the building together with its openness presents a problem for the individual. He will have to learn to identify with certain things and certain areas, and he will need good signage to help him find his way about.

''**B**ecause of the variety of forms in the building,'' says Phil Williams, ''almost anyone can come in there and find something he relates to or likes. It's going to be a little bit homey to him in one way or another. The tree structure seemed to be a solution that satisfied a lot of economic and structural considerations. The architectural or artistic



license taken by the designer was also a reflection of the humanity of the program."

People react differently when they see the plan and model, but most reactions are favorable. They are glad to see a big institution getting away from the warehouse type of loft space and moving toward broken lines, varied spaces and constant change of pace. "It's fascinating," one observer said, "because there is something new around every corner, but it still has all the feeling of openness and flow." But, above all, as people live in the building and as their own perceptions of needs flow and change, the inherent flexibility of the design can continually readjust and accommodate itself.



Conclusion

Looking back over the past year and a half, Dr. Engbretson is convinced that *no other university has ever been planned in quite this way,*". . . in such detail and with so many agencies involved. But, in retrospect, it is amazing to see the degree of consensus and congruence of thought between every member of the planning team. There were difficulties and a few casualties, but the basic concepts were consensually arrived at and thus have never been compromised. The ideals remain as fresh today as they were at the beginning.

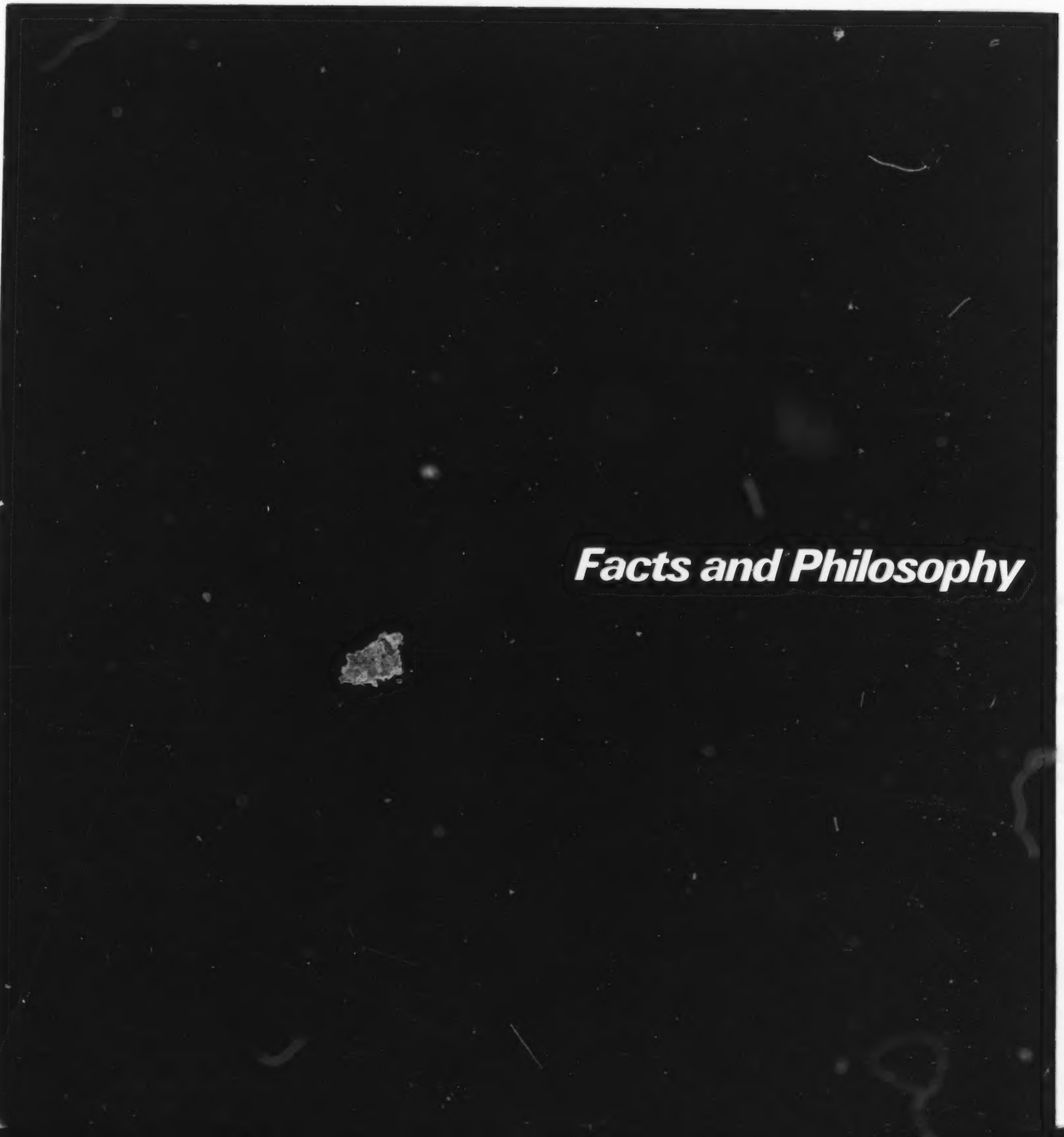
"Nobody is totally satisfied, and I think that's healthy. Our level of expectation was higher than our level of funding. We had to give up some space, but it is better to lose space than people. People are the university and we have put the bulk of our resources into people. We have fought to establish a close staff-student interface and to protect our academic team from unnecessary limitations and budget cuts.

"One of the problems of the open university is that everyone assumes he can have an input into everything that happens. Every task force assumes that everything it votes on will become operational. The unique character of Governors State University generated a high order

of expectancy on the part of everyone. But then came the budget crunches and the leveling off periods to which creative, sometimes fragile, people are especially prone.

"We had to create enabling mechanisms to help people define their places and understand their developing roles. We had to have some clearly stated goals. We established an internal organization which generated a necessary degree of predictability, but which also has built-in change mechanisms and a finite life. Everyone had a voice and we listened to all suggestions, but it wasn't always possible to go along with them. Sometimes the president or someone else had to be dictatorial and say 'this is now a given'. We had some raised voices and slammed desks, but *we achieved a university that each of us knows and feels is partly his own*.

"We were lucky. The planning of Governors State took place at a time when there was a favorable climate for uniqueness and change as well as a press for economic efficiency. We think we have a unique institution."


Facts and Philosophy

Governors State University was established on July 17, 1969 by the State of Illinois as a new model, upper division and graduate institution of higher learning. It opened in the Fall of 1971 with an enrollment of about 500 full-time equivalent students in temporary facilities. The University will move toward an ultimate enrollment of some 6,000 FTE students. Construction of the new permanent building on a 753-acre site in Will County began in April 1971 and the first phase will be ready for occupancy in the Fall of 1973.

The University organization initially will be structured around four colleges with a proposed terminal size of 1,500 head-count students each:

- The College of Business and Public Service
- The College of Cultural Studies
- The College of Environmental and Applied Science
- The College of Human Learning and Development

Students will enroll in one of these colleges and will consult with faculty to set up their own individual learning program . . . broken down into "learning modules" or short courses suited to their particular needs and abilities. Additional colleges will evolve as needed.

The following passages from the University bulletin describe its goals and give an insight into the philosophy that guides its development:

Job Efficiency—every student has a right and a responsibility to expect that his full engagement in the higher education process will result in the acquisition and-or improvement of marketable skills, attitudes, and values, regardless of whether his occupational-professional goals are immediate or long-range. Ours is an economic society and the road to participation within it and the power to change and improve it widens through higher education.

Functional Citizenship—every student has a right and responsibility to participate directly, or through representation, in those systematic institutionalized policies and practices which affect his life and learning. The University is to provide an environment of participatory democracy that ensures the student's full engagement in the University. This provides an opportunity to prepare for functioning in a wider community and is an expression of the human right to involve one's self in one's own identity.

Intra- and Interpersonal Relationships—every student has a right and responsibility to develop to his fullest potential. The sense of individual

dignity and worth is to be cultivated by every action of the University. This requires a learning environment which strengthens open, accepting, and understanding human relationships. Since healthy self-concepts evolve in social settings, recognition of an individual's rights carries with it the responsibility to recognize and accept the rights of other individuals and groups.

Cultural Expansion—every student has a right and a responsibility to seek an appreciation and use of the fine arts and humanities as a countervailing force to depersonalization, and as an expander of the capacity to enjoy and enhance the quality of human life. The students and University serve each other and the community as culture carriers, studying and reflecting the intricacies, problems, joys and expressions of all cultures and subcultures.

The student will find the University structured and organized around the following vital and challenging philosophy:

". . . insofar as possible, barriers are removed. Students, the community, staff, administration and faculty interact in university governance, constantly re-evaluating one another and themselves in terms of present and future life situations. Student and faculty work

together in educational program planning, being relatively free to create new areas of study or specialize in an area of interest. Students, faculty, the community and administration join together in the cooperative education programs wherein the community and the university provide an opportunity for the students to learn from a 'real world' experience.

"In the community service programs, students, administration and faculty share their expertise and themselves with the community, thereby rendering needed service and reciprocally profiting by learning from the community.

"The threat imposed by grades is removed. Students receive no grades. Rather, extensive students' records reflect accomplishments and abilities; they measure changes effected. Students are encouraged to work at their pace and toward goals they work out cooperatively with the faculty.

"Faculty and students are encouraged to work as colleagues. The relationship of faculty to student is best defined as that of participant in the learning process. Faculty are viewed as 'learner-responders.'

"The key to success and achievement is motivation and self-direction. The student may alter his program when he needs to, in consultation with his advisers; hence, it is he who must set and achieve satisfactory goals that can be approved by his student and faculty colleagues on essentially a flexible contract basis."

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